# THE HEAR IN REVIEW 1995

The Newsletter of ASPIRA of New York, Inc.

Winter 1995/96

## THE DEVELOPMENT OFFICE: WORKING TO SECURE ASPIRA'S FUTURE

In late 1994, the Development Office of ASPIRA underwent a significant change in scope that has defined the sature of its organizational role. At that noint, Director of Programs Anthony López assumed the role of Director of Development and subsequently steered the agency toward seekine more private funding. The Development Office set forth an agenda that was aligned with the ASPIRA Vision and focused on building on ASPIRA's strengths and needs. Thereafter, the Office submitted proposals to government sources that would maintain current programs and sought to expand the programs with private funding. In addition, the Office dedicated more time to program development and corresponding staff training. To maintain alumni and friends abreast of, and involved in, agency activities, the Office published and sent agency newsletters and event information to individuals on the ASPIRA mailing list. For this, the Office set up and maintained a database of alumni and funders

Throughout 1995 the Development Office worked with the Board of Directors, Executive Director Lorraine Cortes-Vázouez. and Director of Operations Melissa Mark-Viverito to develop a fund raising plan based on the priorities of the agency's programs.

AMERICORPS/PROJECT SAFE AND SOUND

The Development Office sought and carned a renewal of AmeriCorns/Project Safe and Sound from the Cornoration for National Service and the NYS Office of Voluntary Services. In its second year, the project has grown to 85 Members and expanded to the Williamsburg/Greenpoint section of Brooklyn. To support this programming the Office sought and received a grant from the Nike Corporation to offer the Playing it Safe Initiative. a leadership through sports program provided to young people enrolled in the organizations of the collaborative narmership

#### GETTING INVOIVED: VOLUNTEERING OPPORTUNITIES IN ASPIRA

filer 34 years, ASPIRA has been honored to have made an impact in the lives of the Puerto Rican/ Latino community. All told, over 100,000 New Yorkers can point to having been served by or having worked for the agency Indeed most Latino public officials and professionals can attribute their early development to their involvement in the ASPIRA Process. These individuals learned early on about the importance of being community-minded recognizing that, in the end, this view would contribute to their personal advancement

In its 35th anniversary year, ASPIRA is looking forward to jointly exploring ways to advance the ASPIRA Movement. As has been the case throughout its history. ASPIRA has counted on the volunteer efforts of alumni and friends to carry out its programming. This anniversary year is no different, although the agency is look-

ing to establish a process that would ensure greater external involvement in programming efforts

To volunteer, please contact Anthony López, Development Director. (212) 564-6880 ext 304

YOU CAN...

Adopt a school

Serve as a guest speaker Serve as an internship site

•Mentor students

Join an agency advisory group Provide technical assistance

Support financially

To maximize the time of those who will be volunteering this year. ASPIRA expects to work in conjunction with the ASPIRA Alumni Association to determine the role that alumni and friends would be able to play in the agency's programming Afterward, the ASPIRA Offices of Development and Program Operations will contact potential volunteers to set them up with a site or project. To work for a program, individuals will be asked to sign a volunteer contract to officially

Giving back to ASPIRA can be tremendously satisfying because of its significance in the Puerto Rican/Latino community. ASPIRA takes great pride in having alumni and friends who use the ASPIRA Process of Leadership Development in their everyday lives. With your support. the 35th anniversary will prove to be both exciting and productive

establish the nature of the relationship

#### MESSAGE FROM EXECUTIVE DIRECTOR

lineteen ninety-five (my third A ) war at ASPIRA) was full of activity for ASPIRA When asked by then Chairman Edward Padro to become Executive Director the Board and I set the agency on a course to ensure that programs were aligned with the ASPIRA Mission: that it strengthened its fiscal position; and that it established the Friends of ASPIRA Throughout this time, we established a process to fully integrate agency services thus renewing our commitment to leadership development and college/career advisement. We also returned to the educational arena and got involved in hilineual education advocacy efforts: last December, ASPIRA was honored to have co-sponsored the Bilingual Education Conference held appropriately at Hostos Community College We met a \$125,000 challenge grant from the DeWitt Wallace-Reader's Digest Fund to establish an endowment

In 1996-our 35th anniversary year. look for ASPIRA to further strengthen its programs and activitics to move its programming emphasis on the entire family. focusing on spiritual, intellectual and social development: to build on its previous efforts organizing the Alumni Association and Friends of ASPIRA: to carry out Board development and secure corporate allies, and to establish an aggressive but responsible investment policy and realize returns to enhance operations. We also look forward to working with our alumni and friends to providing human and financial capital to realize our year's goals.

-Lorraine Cortés-Vázonez

# @ AREYTO!

Larraine Cortés-Vázquez Encuive Darcios

Anthony Lépez\*José Carles Montes

#### 1995: THE YEAR IN REVIEW

Nineston many-five max very born for ASPIRA. Each agency program organized activities, and the agency programment them with a series of city-wate events. More Aspirantes participated in the activities and events than in previous years. ASPIRA ninegards underso of the ASPIRA childer forestion in the planning of agency activities and events. The ACF and the leadership clubs even organized their own activities. The following as a summany of what ASPIRA sponsors.

\_\_\_\_\_\_\_

# JANUARY \*City Youth Conference (ACF)

\*Areyto Ceremony (ACF)

\*MLK Celebration (AmeriCorps)

# FERRUARY

PERRUCARY

\*Carers Conference (C/CAP)

\*Angelo Del Toro Puerto Rican-Hispanic

Youth Leadership Institute (AWARE/LD)

\*ASPIRA/AmeriCorpa-Nike Playing il

Safe Initiative Community Service Day

Young Adult Institute Saccial Education

#### I.. -

MARCH

\*Angelo Del Toro PR/Hispanic Youth
Leadership Conference (AWARE/LDP)

\*Bravo Group Career Seminars (AWARE

\*Community Firmily Night (BFA M)

#### APRIL \*SAT Preparatory Course (C/CAP)

\*Unity Jam (LDP)

\*Nestle's Very Best in Youth Clinton H.S.

AIDS Awareness Day (AWARE)

\*National Youth Service Day (AmeriCorns)

## MAY

\*SK Scholarship Fun Run (Development)
\*Culture Fest (ACP)
\*Health Careers Roundtable (C/CAP)
\*Mercague Marathon (ADEPT)

# JUNE \*AMOCO Awards Repression (C/CAP)

\*Puerto Rion Day Parade (BEAM TOO)

\*Prom/Awards Coremony (ACF)

\*Puerto Rion Leadership Retreat (LDP)

\*Nextle's Awards Coremony (AWARF)

#### SUMMER

\*Cultural Camp (BEAM)
\*Health and Asti-Drug Fair (BEAM)
\*Community Banquet (BEAM TOO)
\*Broms Puerto Rican Day Parade (BEAM)
\*Dominican Day Parade (AWARE)
\*Unidad in La Comunidad Block Parry
(Auser-Cora)

# \*Colgate-Palmolive Internships (ADEPT) SEPTEMBER

\*SAT Preparatory Course (C.CAP \*Staff Retreat & Training Series

## OCTOBER \*Masquerade Party (BEAM)

\*Leadership Development Specialists (College Auptrantes) enter schools (LDP) \*Halloween Party (BEAM TOO) \*SUNY Admissions Officers/Counselors of Color Exchange (C/CAP) \*Elispanie Hentage Month Celebrations (AWARP)

# NOVEMBER

\*Thankagiving Event (BEAM TOO)

\*ASPIRA/AmeriCorps/Nike Playing II
Safe Opening

\*Puerto Rican Hentage Month Celebrations
(AWA 9E)

# (AWARE) \*Parent College Awareness Semi (AWARE/C:CAP)

#### DECEMBER

\*Bilingual Education Conference
\*Christmas Community Night (BEAM)
\*Leadership Dauce (BEAM)
\*Leadership Dauce (BEAM TOO)
\*Chrismas Extraordinate (BEAM TOO)
\*Cultural Celebration (BEAM TOO)
\*Cultural Celebration (Americarpa)
\*Kwanazu, Christmas, Three Kings
\*Merengue Marathor (AWARE)
\*Parend College Awareness Seminar

# 70001

#### Daniel Agneto, Chairman

Eugeneo Barrios, Epifante Cantillo, Donglas D. Gomez, John Paul Genzalez, Alberto Pigan Mares, De Stilge Mendes Nodal, Orel Nozz, Heriberto Otyarudo, The Hensendel Eduardo, Padro, Histor Ramirez, Edgardo Ramio, Orlando Rivera, Esther Ruz, Ougra Sanchez. Requel Statiago, Noda Soato.

## SERVICE INTEGRATION: KING THE MOST OUT OF ASPIRA'S RESOURCES

ntering its 35th year. ASPIRA has been improving its program operations and personnel procedures in order to readily attain annual goals and objectives. During the 1994-1995 academic year. ASPIRA initiated its Service Integration Strategic Plan (SISP), and proceeded to prepare staff for its implemenration at a late-August retreat. Ultimately, the SISP would ensure that services and programs are being administered efficientby to best serve the community

LEADERSHIP DEVELOPMENT SPECIALISTS. Amone the major changes in the SISP was the hiring of college-level Aspirantes as the Leadership Development Specialists (LDS) Previously, program Educational Support Specialists and Counselors were responsible for facilitating the leadership clubs. For this, the ESS's and counselors referred to the ASPIRA Leadership Development Curriculum. Beginning in the 1995-1996 academic year, the college students became responsible for administering a year-lone adaptation of the ASPIRA curriculum. This change not only ensured linkages between high school and college students, but it allowed for more consistency and continuity for the ASPIRA leadership clubs

#### LEADERSHIP CURRICULUM

Modifying the ASPIRA Leadership Development Curriculum into a year-long process has shown to be a step forward in carrying out the ASPIRA Mission. The Leadership Development Curriculum established in 1989, was designed to teach the ASPIRA Process of leadership development throughout the student's academic year. On a weekly basis, Leadership Club Facilitators would introduce the Awareness Conceptual Module, followed by the Analysis Module, and finally the Action Conceptual Module However, this approach proved limited because of the fragmented manner in which the concents were presented

In designing a more wholistic way of Icarning the ASPIRA Process, LDP staff integrated aspects of each module and are developing a curriculum that covers the Awareness, Analysis and Action concepts in on-going sessions. In this way, the concepts will be integrated, structured and presented within a more clearly

#### COLLEGE/CAREER ADVISEMENT To support the leadership development

component, the Advisors from ASPIRA's College/Career Advisement Program have been providing academic workshops in leadership to prepare Aspirantes for postsecondary education. Advisors select students from the clubs to participate in colloge tours, site visits and the SAT Preparatory Course Advisors also provide career preparation through the Communications. Health and Legal Career Grouns. These grouns met bi-weekly to provide workshops and trainings that exposed interested students to the respective profession.

#### LEADERSHIP CLUBS In October 1995, each leadership club was

assigned an LDS and a College/Career Advisor Each month the LDS's were expected to conduct one leadership training and the students were responsible for three student-run meetings. To improve on the leadership curriculum, the leadership training was set up to cover the areas of personal, cultural and community development. All trainings were designed to be skills-building sessions that would prepare students to organize cultural educational. community action projects. Consequently, the students would become more aligned with the ASPIRA Mission as they become more active participants in their school and in public life.

Along with the leadership development and college/career activities, the agency sponsored a more systematic series of agency-wide events. The agency events were intended to provide information for a larger audience while covering a variety of educational and cultural themes. To ensure that a significant number of students were attending agency events, four task forces of staff members representing various rimorams were established. Each task force was responsible for coordinating two agency events, and for ensuring that a designated number of students from their program attend. This "matrix" system was designed to guarantee at least 300 students for each event. Last year was successful in ensuring student participation and this year promises greater participation

#### ESTABLISHING EVALUATION PROCESS For the nast three years, ASPIRA's Service Integration Strategic Plan has moved the agency closer to realizing its 34-year mission. It has been a fruitful process for staff members to have looked within theniselves and the community to improve ASPIRA' program operations. Students and staff have become more informed, and have participated more in civic affairs. In the process they have become more com-

mitted to educating and empowering others. In the upcoming months, ASPIRA will be looking to its staff and students to establish an evaluation process that would ensure that this growth continues. This essential process will be evaluated further by students and staff members

PERCENTAGE OF TIME ASPIRA DEDICATES TO ITS PROGRAMMING COMPONENTS



## ASPIRANTES RECOME LEADERSHIP DEVELOPMENT SPECIALISTS

In an historic move, ASPIRA hired 15 Aspirantes enrolled at NYC colleges to serve as Leadership Development Specialists. Since the beginning of the fall term, LDS's love been responsible for administering the ASPIRA Leadership recent high school graduates was seen as an

effective way to incorporate Aspirantes who five in New York City into agency programming. Aspirantes in high school would benefit from the relationships they established with the Aspirantes in college. and the Aspirantes in college would be able to continue their personal development while contributing directly to the ASPIRA Mission



dents in operating the clobs effectively. On a weekly basis the Leadership Coordinators provide the LDS's training on the administration of the leadership development curriculum and group management. In turn, the LDS's are responsible for conducting a monthly leadership training and facilitating three monthly student-run meetings

The decision to hire Aspirantes from local colleges arose from strategies to continue the personal development of young people



A NIGHT AT THE THEATER

RAISING FUNDS AND BUILDING COMMUNITY November ASPIRA's Board of Directors sponsored a Night at the Theater the first of a series of Board fundraisers. Agreeing on a cultural element for the initial event. the Board presented F1 Repertorio Español's theatrical production I a Rotanica The play's plot revolves around the life of Milagros, a Latina college graduate who renounced her heritage while in college to conceivably realize her personal development plans. Presenting this play was significant for the Board because it provided cultural education and introduced a friend-raising element. Indeed, future fundraising events will include these educational and community-building components in an effort to advance the ASPIRA Vision.

Community empowerment is one of ASPIRA's main objectives. ASPIRA strives to build on its relationships with its alumni and funders. In fitture ventures ASPIRA will continue to provide a service to its supporters while raising money to maintain program operations. In this relationship, we grow together as a community. Indeed, old friends were able to reconnect with ASPIRA and alumni. while enjoying hearty food and good company Board extends thanks to the Friends of ASPIRA who sunported the event. All told. over 75 people attended and enjoyed the educational play. Those who were unable to attend sent their support by mail. The net earnings raised for the event will be used for program operations

In selecting Leadership Specialists, priority was given to recent ASPIRA alumni and students who have participated in comparable leadership development processes. Angelique Fournier, Class of '94. became an LDS because "education is important to me and I wanted to give back to ASPIRA what it gave me when I was in high school... It's important to have young people working directly with their younger peers because they relate to us better." While in high school. Angeliane had the desire to get closer to her Latino heritage. A friend of a friend told her about ASPIRA, so she called and joined the Project LEYES Leadership Club to explore her interest in the legal profession. She immediately identified with the goals of the organization and in 1993 was elected President of the club. She is now an undergraduate at St. John's University majoring in Theatre and Communications with a concentration in Pre-Law. When asked why she decided to study in New York City, her response was, "I wanted to be close to my family "

## "I'm not only a leader... I'm a friend."

Angelique is the LDS for leadership clubs at Project BEAM TOO ASPIRA's beacon community center in the Lower East Side and Clara Barton High School in Brooklyn. She is discovering that Aspirantes in her clubs are trying to analy the ASPIRA Process to deal with gang-related and teen pregnancy issues. "It's not that Aspirantes are involved with gangs or are getting pregnant," she says, " but they are concerned about their friends who are." When LDS' meet, they discuss and exchange strategies to address the concerns that Asnirantes have about being a young Latino/a in New York City. In Angelique's words, "I'm not only a leader. I'm a friend '

ASPIRA'S 1995 LEADERSHIP SPECIALISTS... Andrés Bustos, Daralyn Calderón, Roger DeJesús, Carmen Diaz, Jacqueline Duarte, Angelique Fournier, Maria Hantzopoulos, Howard Hinestroza, Rosevelie Marquez, David Martinez, Grecia Matthews, Olimpia Michel, Vincent Pinedo. Yesenia Peralta, Lisa Rolôn, Monica Sampedro, Eliana Soto

## PROJECT REAM (CSDT)

Funding for ASPIRA's Eacon community centers was extended for the period of July to February 1996. Throughout this period, the Beacon staff has worked diligently to maintain quality programming in preparation for the renewal process in early. November: ASPIRA also has built on its current relationships with sub-contractors and co-locators to expand the services the Beacon could horovide the community.

Diring the renewal process, the Development Office worked from its Beacon school relationships to set programming priorities. With Project BEAM, the agency forged a significant relationships with East Self-House, Inc., to make Indiago generated the recreational programming. It also make Indiago generated with Conference with Colorado to provide family and health support services. Consequented skinesis of the Order Contract on the Instances of the Conference of the Conference

## PROJECT BEAM TOO (CSDI)

With Project BEAM TOO, ASPIRA decided to work with Grand Street Settlement Houses, Inc., to provide specific leadership development, educational and socio-cultural programming, rather than remain in the lead agency role. ASPIRA assessed its relationship with Grand Street and

determined that it would work with the organization to continue providing services to the Lower East Side community. ASPIRA will be monitoring the success of this collaboration since it could lead to replication at other Beacon sites.

#### PROJECT BEAM TEN (CSD10)

After deciding on its role for its current Beacon projects, ASPIRA was engaged by Bronx leaders to apply for the Beacon school operating out of PS, 86 in Community School District 10 Because of its long-time relationship with the Bronx Puerto.

Rican Latino community. ASPIRA agreed to apply and initiated a collaboration-selecting process. Working with the Hispanic Federation of New York, the Development Office has worked to establish relationships simular to those at the other Beacon schools. If awarded the District 10 Beacon, ASPIRA will establish relationships with local organizations to provide comprehensive programming to the Fertificant/Timono community.

#### VISION II SCHOOL

The Development Office submitted a proposal to establish a middle and high school in Community School District 10. The main themes of this school will be public policy, dual language instruction, malticulturalism, and community involvement. ASPIRA is currently awaiting word from the Vision II selection communitie.

PROGRAM A STAP DEVELOPMENT
The Development Office engaged the
Executive Director and Director of
Operations to update the agency horgramming and provide corresponding staff
training. The Office presented are
recommendations for improvements
Working with the Director of Operations
and other staff members, the Office operation
and other staff members, the Office developed a staff reinning manual that addressed
the changes in the agency's programming.

the changes in the agency's programming ASPIRA Funding: FY1993-94 to 1995-96 4 000 000 3 500 000 Funding Sources 3.000.000 2.500,000 m Private 2.000,000 ■ Public □ Total 1.500.000 1.000,000 500,000 93.94 94.95 95.96

In FY 1994-95, ASPIRA grew dramatically from the previous year, which allowed it to provide more services to the community. For FY1979-56, the Development Office has not only has been able to maintain last year's funding base, but it still awaits responses on pending proposals that would further expand program operations.

The manual offered background information on the ASPIRA Vision, Mission and Process, moreover, in presented an adminstrative component that specifies the procedures for carrying out programming. Office then participated in the week-long staff training series held in late-Soptember.

#### BOARD DEVELOPMENT

The Development Office has worked with the Executive Director and members of ASPIRA's Board of Directors to ensure that good board/staff relations is maintained. The Development Office's goal is to engender cooperation and appropriate division of roles between the Board and staff which benefit the oneanization. To build a good working relationship with the staff, the Office seeks to inform Board members of program activities status of the agency's initiatives, staff retreats, strategic planning meetings, and agencywide events. The key to good bourd/staff relations is for each group to understand the menective areas of responsibility and to avoid becoming involved in other areas The relationship between the board and the staff continues to be very important to the smooth and effective operation of ASPIRA

#### LOOKING TOWARD THE FUTURE Entering its 35th anniversary ASPIRA

stands to gain immensurably from the work carried out by the Development Office Bs establishing a more integrated focus for the Office. ASPIRA has assured itself of having an internal mechanism that will ensure growth and corresponding support through the twenty-first cenfury. The Development Office looks forward to working with the Board of Directors. Director, staff, students. alumni and supporters to make the agency equipped to carry out its vision and mission. ASPIRA will continue being a key player in realizing the social advancement of the Puerto Rican/Latino com-

munity

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# ASPIRA of New York, Inc.

ASPIRA OF NEW YORK IS GRATEFUL TO THE FOLLOWING CORPORATIONS, FOUNDATIONS, AND GOVERNMENT AGENCIES FOR THEIR INVALUABLE SUPPORT OF ITS PROGRAMS:

Aaron Diamond Foundation AMOCO Corporation

Anheuser Busch Corporation ASPIRA Association

Brooklyn Union

Burson-Marsteller Charles Hayden Foundation

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ASPIRA OF NEW YORK REACHES NEW YORK CITY'S PUERTO RICAN/LATINO YOUTH.
NINETY-ONE PERCENT OF ASPIRA HIGH SCHOOL GRADUATES GO ON TO COLLEGE.





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Enclosed is my check for:

Q\$25

Q\$50

Q\$100

QOther

Please make checks payable to ASPIRA of
New York, line. Remember that your convide

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Phone Are you an Alumn